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ABSTRACT

Presented here is a collection of assessment and evaluation abstracts of local, State and Federal programs in the Clark County School District in Nevada. In the first section, the district-wide aptitude and achievement testing measures are described, and the results of testing are presented. Section two provides information on program evaluations in the areas of desegregation, student characteristics and absentee patterns, instructional computing, measurement of achievement gains in Title I reading and math programs, the Office for Civil Rights Compliance Plan, and the Structure of Intellect Pilot Program. The abstracts of Federal projects include reports on the following: (1) Elementary and Secondary Education Act (ESEA) Title I; (2) ESEA Title IV-B: Library and Media Resources Project; (3) ESEA Title IV-C: Developmental Therapy for the Handicapped Program and Fine Arts Project; (4) ESEA Title VII; Bienvenido Bilingual Education Project; and (5) the Clark County Teachers Center Project. Also presented is an abstract for the Indian Education Comprehensive Program. A description of services successfully completed during the 1980-81 school year is appended. (Author/JCD)

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CLARK COUNTY SCHOOL DISTRICT

Las Vegas, Nevada

EXECUTIVE ABSTRACTS
1980-81

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Educational Research and Development

September 1981

UD 022 147

PREFACE . . . .

The EXECUTIVE ABSTRACTS is published annually by the Department of Educational Research and Development for the purpose of communicating to interested educators a brief statement of purpose, description and results of programs evaluated within the District during a particular school year.

In attempting to meet the educational needs of the entire student population, the Department of Educational Research and Development of the Clark County School District is annually involved in data collection, data analyses and the evaluation of numerous local, state and federal programs. These program supplement existing instructional programs and provide additional services to fulfill the educational needs of each student. Reported educational outcomes of such programs assist decision makers in developing improved instructional programs for the future.

Complete reports are on file in the Department of Educational Research and Development for each program reported in this edition of the EXECUTIVE ABSTRACTS.

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DISTRICT FUNDED

ASSESSMENT AND EVALUATION ABSTRACTS

1980-81

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
STANDARDIZED APTITUDE/ACHIEVEMENT TESTING
1980-81

STATEMENT OF PURPOSE

The Clark County School District testing program was designed to provide school personnel with data regarding student ability and achievement, and to provide data for program evaluation. This District-wide testing program also insures compliance with NRS 389.015.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

In compliance with the District policy requirement that a standardized testing program be administered (CCSD Policy and Bylaw 6163.2) and in compliance with NRS 389.015 requiring testing for minimum competency, the objective of this program was to determine the ability and achievement level of students within the Clark County School District.

TEST SCHEDULE

Students at the identified grade levels were administered the appropriate level of the indicated test during the 1980-81 school year.

Fall District-Wide Testing
1980-81 School Year

Grade	Test	Administration Date
8	Otis-Lennon Mental Ability Test	October 1980
8	California Achievement Test	October 1980
11	Otis-Lennon Mental Ability Test	October 1980
11	California Achievement Test	October 1980
11	Nevada Proficiency Examination*	November 1980

*NRS 389.015 Compliance Activities

Spring District-Wide Testing
1980-81 School Year

Grade	Test	Administration Date
2	Otis-Lennon School Ability Test	February 1981
3	Stanford Achievement Test*	April 1981
5	Otis-Lennon School Ability Test	February 1981
6	Stanford Achievement Test*	April 1981
9	Nevada Proficiency Examination*	March - April 1981

*NRS 389.015 Compliance Activities

RESULTS

Data on the following tables show the mean percentile rank, by grade level and subtest, of District-wide testing conducted in 1980-81. Historical results beginning with the 1977-78 school year are also provided when available, for comparative purposes.

Fall Testing
Mean Percentile Rank by Grade Level
California Achievement Test

	Vocabulary	Reading Comprehension	Total Reading	Spelling	Mechanics of English	Language Expression	Total Language	Math Computation	Math Concepts	Total Math	Total Battery	Reference Skills	Number of Students Tested
Grade 8													
1979-80	54	57	56	56	60	53	55	59	61	61	58	56	6,190
1980-81	57	59	58	60	63	56	59	62	63	64	61	60	6,467

Note: Eighth grade CAT testing was initiated during the 1979-80 school year for the first time.

Grade 11													
*1978-79	49	49	50	43	45	47	45	48	48	47	46	46	5,991
1979-80	49	49	50	44	47	48	48	49	50	51	47	48	6,085
1980-81	50	53	52	46	52	50	51	56	53	55	51	49	6,232

*Percentile Rank recalculated using scale score means to agree with revised recommendation of test publisher.

Spring Testing
Mean Percentile Rank by Grade Level
Stanford Achievement Test*

	Vocabulary	Comprehension	Word Study Skills	Math Concepts	Math Computation	Math Application	Spelling	Language	Total Reading	Total Math	Number of Students Tested
Grade 3											
1977-78	66	58	64	72	68	52	52	58	62	66	5,684
1978-79	70	58	64	72	68	52	52	58	64	68	6,046
1979-80	68	55	64	72	68	51	52	58	61	66	6,188
1980-81	68	56	65	73	71	52	53	60	62	68	5,643
Grade 6											
1977-78	49	50	56	65	56	51	48	55	54	56	5,329
1978-79	51	53	58	69	58	54	51	59	56	60	5,648
1979-80	55	56	60	69	58	55	52	60	60	60	5,567
1980-81	55	56	62	69	62	56	54	62	60	63	6,072

Otis-Lennon School Ability Test

The 1979-80 school year was the first year in which the 1979 revision of the Otis-Lennon School Ability Test was used in the Clark County School District. This test series is described by its publisher as one which " . . . was designed to provide an accurate and efficient measure of the abilities needed to acquire cognitive outcomes of formal education."

Although this revision " . . . seeks to serve the same purposes as earlier tests of the Otis series," it is a complete revision. All items have been screened and standardized with special attention given to their cultural and ethnic bias.

Grade 5	Scholastic Aptitude	Percentile	Stanine	Number of Students Tested
1979-80	104	60	6	6,190
1980-81	104	60	6	6,710

*NRS 389.015 Compliance Activities

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
CRITERION REFERENCED MATHEMATICS AND READING TESTS
1980-81

STATEMENT OF PURPOSE

The Clark County School District's comprehensive testing program for 1980-81 provided for the administration of the Mathematics and Reading Criterion Referenced Tests (CRTs) to generate District, school, group, and student data concerning mathematics and reading achievement of students in grades two through six. These data are utilized by decision makers for assessment and subsequent planning of instructional programs.

STATEMENT OF MAJOR PROGRAM OBJECTIVE

The objective of the testing program was to assess student performance on specific skills referenced to the Clark County Math and Reading Curriculum Guides.

DESCRIPTION OF PROGRAM

The appropriate levels of the Mathematics and Reading CRTs were administered District-wide during the spring in grades two through six to measure student achievement of the stated objectives outlined in the Clark County School District Curriculum Guides. The testing of grade one students was optional. Test results provided data concerning mastery of the specifically stated objectives at a particular grade level and were used to determine the instructional effectiveness at the classroom, school, and District levels.

Beginning with the 1980 revision of the Math CRT, a limited number of items were added to the tests to assess skills above and below grade level. The 1981 revision of these skills was adjusted to reflect strengths and weaknesses identified the previous year. Those interested in this data may receive additional information from the Department of Research and Development.

RESULTS

The following tables display test results for 1980-81 for the Clark County School District Mathematics and Reading Criterion Referenced Tests. For reading, test results are displayed from 1974 through 1981 for comparative purposes.

Mathematics Criterion Referenced Test
Reports Across Total District
By Grade
1979 through 1981

Grade	School Year	Mean % Correct	% of Students Achieving Above 60%	70%	80%	Number of Students Tested
2	1979-80	83.24	92	82	68	5,662
	1980-81	84.09	93	84	69	5,592
3	1979-80	82.57	90	81	67	6,223
	1980-81	83.61	91	83	69	5,704
4	1979-80	81.21	90	78	61	6,130
	1980-81	82.47	91	81	64	6,354
5	1979-80	69.12	68	53	35	5,840
	1980-81	72.27	73	60	42	6,238
6	1979-80	62.23	55	39	24	5,536
	1980-81	65.22	60	44	30	6,004

Grade 1 optional at principal's discretion. No District data available.

The Criterion-Referenced Tests in Mathematics for grades two through six were restructured during the 1979-80 school year to include items assessing both above and below grade level skills. The items for appropriate grade level skills were also rewritten.

A comparison of the Mathematics CRT results for spring, 1980, and the test results for spring, 1981, demonstrate an increase in mean percent correct at each grade level.

Reading Criterion Referenced Test
Reports Across Total District
By Grade
1974 through 1981

Grade	School Year	Mean % Correct	% of Students Achieving Above 60%	70%	80%	Number of Students
2	1975-76	81.79	89	78	64	5,014
	1976-77	81.51	89	78	64	5,548
	1977-78	84.24	92	83	71	5,867
	1978-79	84.71	93	84	72	6,161
	1979-80	86.23	94	87	76	5,657
	1980-81	86.05	94	86	76	5,575
3	1974-75	73.08	75	62	44	5,237
	1975-76	77.31	83	70	53	5,241
	1976-77	79.49	86	75	60	5,098
	1977-78	80.56	87	78	61	5,687
	1978-79	81.39	89	80	62	6,059
	1979-80	81.97	90	81	65	6,206
	1980-81	83.02	92	83	67	5,688
4	1975-76	75.32	81	68	51	5,335
	1976-77	77.16	83	71	55	5,383
	1977-78	80.16	88	78	62	5,255
	1978-79	82.20	90	82	67	5,809
	1979-80	82.56	92	83	68	6,194
	1980-81	80.70	89	72	59	6,408
5	1976-77	69.47	74	57	31	5,409
	1977-78	71.95	78	62	37	5,461
	1978-79	73.46	81	66	39	5,451
	1979-80	77.53	88	75	49	5,888
	1980-81	78.65	90	78	53	6,289
6	1976-77	67.41	69	51	28	6,037
	1977-78	71.30	75	59	37	5,338
	1978-79	72.23	77	61	38	5,676
	1979-80	73.68	81	64	41	5,609
	1980-81	74.07	81	66	43	6,126

Grade 1 optional at principal's discretion. No District data available.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
NINTH GRADE PROFICIENCY TESTING
(NRS 389.015)
1980-81

STATEMENT OF PURPOSE

Legislative action taken during the 1977 session of the Nevada legislature required the Clark County School District to conduct proficiency testing at specific grade levels. The tests were designed to measure the reading, writing, and math proficiency of students. Ninth grade students were tested during the 1978-79 school year as the initial group who must demonstrate proficiency prior to graduation in 1982. Ninth grade students are now tested annually in compliance with this requirement.

STATEMENT OF MAJOR PROGRAM OBJECTIVE

The objective of this program at grade nine was to establish the level of performance attained in reading, writing, and mathematics for each student tested. Those identified as not having attained an acceptable level of proficiency would be provided appropriate instructional emphasis in order to remediate such deficiencies.

DESCRIPTION OF THE PROGRAM

Ninth grade proficiency tests were developed by the Nevada State Department of Education working with Consultant Services of the American College Testing Corporation. These tests were constructed to test the skills which educators from across the state, working under the direction of the State Department of Education, defined as the minimum essential skills in the areas of reading, writing, and mathematics. The writing test required students to write an original paragraph and a business letter, each being rated by the holistic scoring process. There were 6,147 ninth grade students District-wide who took the proficiency test in mathematics; 6,136 ninth grade students were administered the reading proficiency test; the writing proficiency test was completed by 6,144 ninth grade students. The total ninth grade population at the time of testing was 6,434. Approximately 97 percent of the eligible ninth grade population was administered a portion or all of the proficiency test.

READING AND MATHEMATICS

Skills, as listed on the following page, were identified for the proficiency examination in reading and mathematics.

Ninth Grade Proficiency Results

Reading Proficiency Skills	Total Percentage of Students Proficient in District
1. Main Idea	96%.
2. Cause/Effect	92%
3. Conclusions	93%
4. Fact/Opinion	94%
5. Time Sequencing	91%
6. Alphabetizing	93%
7. Book Sections	96%
8. Reference Sources	86%
9. Use of References	94%
10. Follow Directions	89%
Total percent of students deemed proficient in Reading	88%

Mathematics Proficiency Skills	Total Percentage of Students Proficient in District
1. Add Money	99%
2. Add Fractions	85%
3. Subtract Money	97%
4. Subtract Fractions	89%
5. Multiply Money	97%
6. Multiply Fractions	91%
7. Divide Money	93%
8. Use Percent	76%
9. Perimeter/Area	69%
10. Translate Words/Numbers	97%
11. Make Change	90%
12. Time/Date	90%
13. Measurement	86%
14. Compare Numbers	80%
15. Tables/Graphs	94%
Total percent of students deemed proficient in Mathematics	83%

RESULTS

The circle graphs on the following page indicate the degree of proficiency and non-proficiency attained by ninth grade students in the District for the years 1979-80 and 1980-81.

Although 88 percent of the students were found to be proficient in reading in 1981, some areas, such as Reference Sources, reflected a greater need for further instructional assistance.

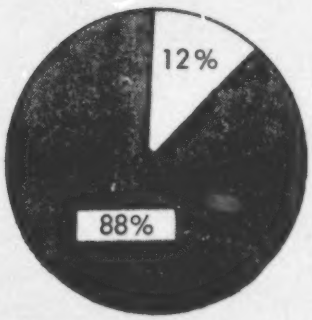
In mathematics, 83 percent of the students were found to be proficient. For the second year, it was recognized, as a result of these tests, that a reinforcement program is needed to improve performance in the mathematical skills of (1) adding fractions, (2) using percentage, and (3) calculating perimeter and area of geometric figures.

The 1980 performance in writing skills, as measured by performance in writing an original paragraph and business letter, was found to be the most improved area as 95 percent of the students were deemed proficient overall in the area of writing. In 1980, 97 percent were able to construct an acceptable business letter. However, in 1981, this changed to only 92 percent of the students demonstrating writing proficiency, with 94 percent able to construct an acceptable paragraph, and 95 percent passing the business letter requirement.

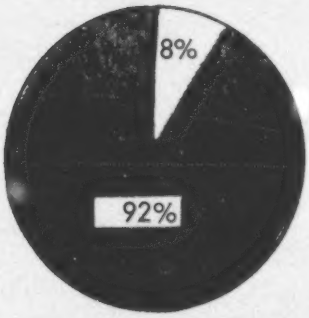
NINTH GRADE MINIMUM PROFICIENCY RESULTS

DISTRICT-WIDE
1980-81

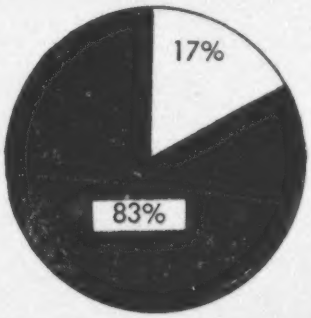
Reading



Writing

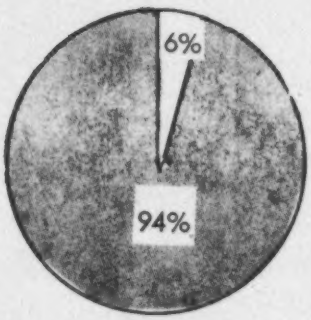


Mathematics

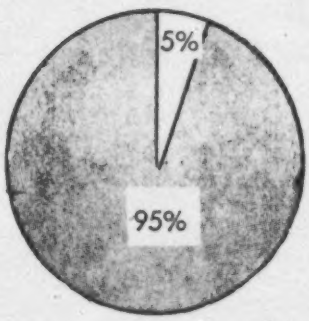


DISTRICT-WIDE
1979-80

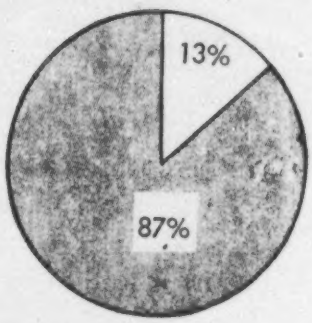
Reading



Writing



Mathematics



ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
ELEVENTH GRADE PROFICIENCY TESTING
(NRS 389.015)
1980-81

STATEMENT OF PURPOSE

Legislative action taken during the 1977 session of the Nevada legislature required the Clark County School District to conduct proficiency testing at specific grade levels. The tests were designed to measure the reading, writing, and math proficiency of students. Eleventh grade students were tested this school year as the initial group who must demonstrate proficiency prior to graduation in 1982.

STATEMENT OF MAJOR PROGRAM OBJECTIVE

The objective of this program at grade eleven was to certify students for graduation from high school and to establish the level of performance attained in reading, writing, and mathematics for each student tested. Those identified as not having attained an acceptable level of proficiency would be provided appropriate instructional emphasis in order to remediate such deficiencies.

DESCRIPTION OF THE PROGRAM

Eleventh grade proficiency tests were developed by the Nevada State Department of Education working with Consultant Services of the American College Testing Corporation. These tests were constructed to test the skills which educators from across the state, working under the direction of the State Department of Education, defined as the minimum essential skills in the areas of reading, writing, and mathematics. The writing test required students to write an original paragraph and a business letter, each being rated by the holistic scoring process. There were 5,833 eleventh grade students District-wide who took the proficiency test in mathematics; 5,827 eleventh grade students were administered the reading proficiency test; the writing proficiency test was completed by 5,834 eleventh grade students. The total eleventh grade population at the time of testing was 5,996. Approximately 98 percent of the eligible eleventh grade population was administered a portion or all of the proficiency test.

READING AND MATHEMATICS

Skills, as listed on the following page, were identified for the proficiency examination in reading and mathematics.

Eleventh Grade Proficiency Results

Reading Proficiency Skills	Total Percentage of Students Proficient in District	Mathematics Proficiency Skills	Total Percentage of Students Proficient in District
1. Main Idea	98%	1. Add Money	99%
2. Cause/Effect	98%	2. Add Fractions	80%
3. Conclusions	95%	3. Subtract Money	97%
4. Fact/Opinion	96%	4. Subtract Fractions	85%
5. Time Sequence	97%	5. Multiply Money	96%
6. Alphabetizing	97%	6. Multiply Fractions	91%
7. Book Sections	95%	7. Divide Money	93%
8. Reference Sources	95%	8. Use Percent	80%
9. Use of References	94%	9. Perimeter/Area	58%
10. Follow Directions	92%	10. Translate Words/Numbers	98%
		11. Make Change	94%
Total percent of students deemed proficient in Reading	94%	12. Time/Date	90%
		13. Measurement	96%
		14. Compare Numbers	78%
		15. Tables/Graphs	96%
		Total percent of students deemed proficient in Mathematics	92%

RESULTS

Eleventh grade students have had two opportunities to take the tests for graduation certification during the 1980-81 school year. The following circle graphs indicate the degree of proficiency and nonproficiency attained by eleventh grade students.

Combining the results of those two opportunities to take the tests, it was found that 94 percent passed reading, 95 percent passed writing, and 92 percent passed mathemathics. As these eleventh grade students are promoted to senior status, we find that 89 percent have passed all three tests and are certified for graduation, 9 percent have one or more tests to complete, and 2 percent have not been tested in any of the three areas.

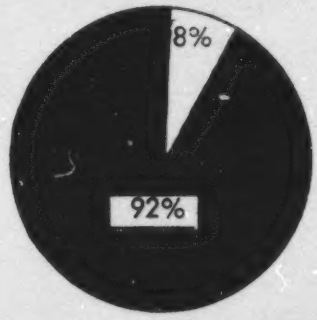
ELEVENTH GRADE MINIMUM PROFICIENCY RESULTS

DISTRICT-WIDE
1980-81

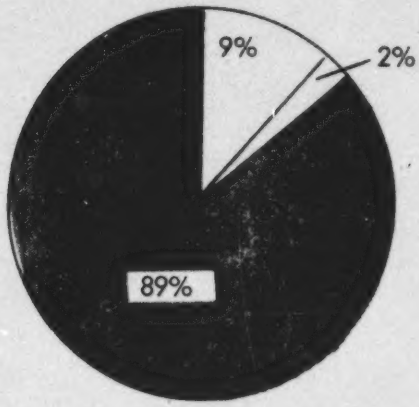
Reading

Writing

Mathematics



STUDENTS ENTERING SENIOR STATUS
1981-82



89% Certified
9% Not Proficient
2% Not Tested

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
SYLLABUS-BASED TESTING

STATEMENT OF PURPOSE

Syllabus-Based Testing was initiated to provide teachers and administrators with objective test items relating to the course content as identified in a defined course syllabus. It was anticipated teachers would accept Syllabus-Based Testing with the confidence that if they covered the minimum material identified in the syllabus, the student would perform adequately on the District-wide test.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

The objectives of the study were:

1. to design a test that would not be all-inclusive as the final examination, but would serve as a portion of the examination;

2. to give teachers the opportunity to compare individual student achievement and total class achievement not only with the objectives and content of the course, but also with the performance of other classes in the school, and the District, through District-wide administration of the syllabus-based test;

3. to enable school administrators to identify levels of student performance and to concentrate on areas of identified need;

4. to enable administrators to work toward uniformity of educational opportunity for all students in the school through the utilization of a syllabus-based test; and

5. to enable individuals charged with the responsibility for curriculum revision and syllabus modification an opportunity to identify those areas which require modification and/or new development strategies to meet the instructional objectives.

DESCRIPTION OF THE ACTIVITY

Teachers administered the syllabus-based tests, deleting those items which had not been a part of the instructional program at the time of testing. The tests were then scored and forwarded to the Department of Research and Development. P values

were then developed which represented the percent correct for those students attempting that particular item. The test items were then grouped according to their reference to individual strands within the course syllabus. This strand analysis became the basis of a report and comment prepared for each of the five syllabus tests, and became the feedback presented to teachers.

RESULTS

English I

Test results demonstrated that instruction had covered the material described in the syllabus. Students generally showed surface mastery, but were not successful on those items requiring "in-depth" understanding or close attention to detail. The test area demonstrating lowest student achievement was that of subject-verb agreement.

English II

The student performance on this examination was the lowest of the five syllabus tests. The conclusion drawn was that one of the following three conditions must exist in regard to this test and the instruction preceding it.

(1) This examination failed to test the objectives of the course.
(2) Students are not learning the material covered in the syllabus.
(3) The stated objectives of the course are not being taught.

Algebra I

On this examination, it was shown that slower rates of instruction generally produced higher levels of understanding. It was also demonstrated, however, that progress at the rate which produced mastery of the algebra material would not result in coverage of all the material described in the syllabus.

A second semester Algebra I test was administered to determine the degree to which the material was covered, and to determine the level of student performance on second semester material. Results for this test are still pending analysis.

General Mathematics

General Mathematics is a course usually presented to students who have not enjoyed high levels of success in mathematics during their first eight grades. Considering this student background, it is commendable that P values of 75 or above were produced for 46 percent of the test items.

Scores on this test reinforced information provided by the Nevada Proficiency Examination--students generally lack proficiency in the areas of fractions and decimals.

United States History

Concern was expressed relative to using an objective test to measure a subject as conceptual as United States History. Even though some of the items were evaluated as superficial, the test provided some insight into the level of appreciation for conceptual and cognitive processes. The test showed a higher performance level on items depending on rote memory than on items which called for understanding of the concept.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
ADDING SUBSTANCE TO ELEMENTS OF QUALITY 8, 9, and 10
1980-81

STATEMENT OF PURPOSE

At the request of the Associate Superintendent for Elementary Education, a project was initiated to add substance to Elements of Quality 8, 9, and 10. Through this project it was proposed that the objectives be identified, and the activities necessary to accomplish those objectives would be developed into a document of operational guidelines.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

Realizing that newly appointed principals frequently operate without a background of knowledge in all areas, it was considered desirable to provide a series of guidelines which would analyze each element for the objectives to be satisfied within that objective, and to determine the activities which would serve to attain those objectives. The method selected was to identify nine principals who demonstrated expertise in the areas of Elements of Quality 8, 9, and 10, as assessed by the Directors of Elementary Education. Through a modified Delphi Technique, principals (1) listed objectives, (2) weighted objectives, (3) listed activities for each objective, and (4) weighted activities.

The use of the Delphi Technique demonstrated that it was possible for participants to accomplish the identification of objectives and activities without spending time in debate and consideration. In the project, the method was equally as important as a learning sequence for principals, as were the results of adding substance to Elements 8, 9, and 10.

DESCRIPTION OF THE ACTIVITY

The modified Delphi Technique employed called for an interaction process between selected elementary principals and the Research and Development representative. The procedural outline which follows is the method employed to develop the operation's guidelines.

1. Request from the Associate Superintendent of Elementary Education for assistance in developing guidelines.
2. Development of procedural process by Research and Development representative.

3. Principals selected by Director of Elementary Education for their expertise and interest in specific areas of Elements 8, 9, and 10.
4. Communication to selected principals asking for a statement of most important objectives to be served within the assigned Element of Quality.
5. Objective statements submitted by principals.
6. Instructions for weighting stated objectives provided principals by Research and Development representative.
7. Weighted objective statements submitted by principals.
8. Eight most highly weighted objectives for each Element of Quality identified by Research and Development representative.
9. Weighted objectives returned to principals for a listing of activities to accomplish each objective.
10. List of activities to accomplish each objective submitted by principals.
11. Activities compiled by Research and Development representative and returned to principals for weighting.
12. Weighted activities submitted to Research and Development by principals.
13. Weighted activities selected by Research and Development representative for inclusion in Elements of Quality Operational Guidelines.
14. Compiled and weighted guidelines submitted to Associate Superintendent of Elementary Education for distribution.

RESULTS

As a result of this project, the Division of Elementary Education has operational guidelines for Elements of Quality 8, 9, and 10 for District elementary schools.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
DESEGREGATION REPORT
1981

STATEMENT OF PURPOSE

The 1971-72 school year marked the end of desegregation in Clark County under the "open enrollment" Integration Plan. The Sixth Grade Center Plan of Integration was initially implemented in September, 1972. Sixth grade students from throughout the metropolitan area were bused to these centers according to a predetermined school feeder-zone alignment. Black students in first through fifth grades residing in the former elementary zone boundaries of the centers were transported to elementary schools in the metropolitan area. Since the initial implementation of this plan, the District has continued to meet the guidelines set forth in federal court-ordered desegregation, with limited modifications dictated by population growth and location factors.

STATEMENT OF PROGRAM OBJECTIVES

The purpose of this Desegregation Study was to report on two specific dimensions of integration which were:

1) current literature on the effects of desegregation on student achievement, and
2) changes in Clark County School District student achievement ascertainable since implementation of the Plan of Integration.

DESCRIPTION OF PROGRAM

A review of the literature was completed highlighting educational effects of desegregation. Studies of the effects of desegregated education on student achievement reported divergent outcomes, but they revealed more positive rather than negative performance as measured by student achievement. Most desegregation studies reported that the minority-white achievement gap continues to persist. Much of the variance reported in desegregation studies was the result of demographic characteristics of the school and community, as well as varied research methodology.

The student achievement in the District over a nine year period was assessed, utilizing the District testing program, to provide statistical data used in comparison of achievement patterns for evaluation of student progress.

RESULTS OF THE STUDY

This investigation substantially established that measured achievement performance of elementary students in the Clark County School District has increased since the implementation of the Plan of Integration.

1. Current black students' performance greatly exceeded the measured levels prior to desegregation.

2. Non-black students have reflected gains of a more modest nature than those reported for black students.

3. Current white students outperformed their counterparts of nine years ago--the specific time period used in this study.

4. All subgroups investigated recorded increased levels of achievement, and current achievement levels of the black population reflect a more pronounced gain than those of non-black or white students.

5. Results of the study indicated that a difference in achievement between black and non-black/white students continues to persist; however, the gains recorded by black students have greatly reduced the disparity.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
THE INFLUENCE OF STUDENT CHARACTERISTICS
ON ABSENTEE PATTERNS
1980-81

STATEMENT OF PURPOSE

A new policy governing student attendance for the 1980-81 school year was enacted by the Clark County Board of School Trustees in August, 1980. A study to determine the impact of the revised regulations governing the attendance of students in grades nine through twelve for the 1980-81 school year was completed and provided statistical data concerning the impact of the new attendance policies on student absenteeism patterns.

STATEMENT OF PROGRAM OBJECTIVES

The purpose of the Student Attendance Study was to collect and analyze empirical data for two specific purposes: 1) to provide a comparative analysis of student attendance prior to and following enactment of the revised attendance regulations, and 2) to give an account of the reactions of school staff, students, and parents regarding their opinions of the newly adopted attendance regulations.

DESCRIPTION OF PROGRAM

The population utilized in this study was comprised of a stratified random sampling of students in grades nine through twelve, conditioned to ensure continuous enrollment since the 1979-80 school year. The comparative analysis of attendance data was based on recorded attendance taken from the Student Attendance Profile for each student in the study for the 1979-80 and 1980-81 school terms for grades ten through twelve. For the ninth grade, a comparative analysis of last year's ninth grade students was contrasted with current ninth graders. The recorded student attendance data was statistically treated by means of the Statistical Package for the Social Sciences (SPSS) involving a t-test to determine if the mean differences were statistically significant. In addition, the Department of Research and Development conducted opinion surveys of administrators, teachers, parents, and students regarding several facets of the new attendance policies.

RESULTS OF THE STUDY

1. The results of this study indicated that the attendance of students enrolled in grades nine through twelve improved to a statistically significant degree upon implementation of revised attendance policies.

2. Reaction from those groups of administrators, deans, teachers, and parents surveyed was highly supportive of the new regulations.

3. A comparison of the number of days in which students were in attendance revealed that students attended class 61,403 more student days during the second semester of the 1980-81 school year than during the same time period for the 1979-80 school year.

4. A statistical comparison of improved student attendance is provided.

Comparative Student Attendance by Grade

Grade	Average No. Days Absent 1979-80 Per Student	Average No. Days Absent 1980-81 Per Student	Percent Of Reduction
12	43.5	20.2	54
11	33.7	20.6	39
10	30.4	20.6	32
9	30.4	18.4	39

Recommendations predicated on this study were:

a. The Board's position of supporting a strong student attendance policy should be maintained.
b. A modification to current attendance regulations should allow that a limited number of prearranged absences, which meet with the approval of the principal, could be classified as excused absences.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
INSTRUCTIONAL COMPUTING

STATEMENT OF PURPOSE

The goal of the Instructional Computing Project is to promote computer literacy among high school students at three levels of proficiency:

1. Academic and individualized problem solving skills,
2. Preparation for advanced studies in computer science, and
3. Entry-level job readiness in data processing, computer operations, and programming.

DESCRIPTION OF PROJECT

One or more semesters of computer programming and data processing coursework are offered in twelve district high schools and two junior high schools through the mathematics and business education departments. Coordination of the project is provided by Research and Development in liaison with the Department of Data Processing. In addition, Southern Nevada Vocational Technical Center conducts a specialized program in which a student can major in data processing over a three-year period.

To enable students to gain experience in analyzing, designing, writing, and testing computer programs involving problems in math, science, business, chemistry, physics, statistics, and social studies, computer resources are made available through the interactive form via timesharing.

Currently, there are forty-three (CRT) terminals being utilized District-wide through which they may access the Univac 90/80 computer located in the Education Center. Timesharing is available between the hours of 7:00 a.m. and 5:00 p.m. each school day. While "on-line" to the computer, students practice interactive program development in at least two programming languages, Basic and Fortran, as well as data entry and retrieval, and simulation of real and imaginary processes. Southern Nevada Vocational Technical School has an on-site Univac computer which is used to give the students preliminary and advanced experience with the operating system, as well as programming and data processing experience.

In addition to the Univac 90/80 computer, fifteen Apple microcomputers are available for student use in the metropolitan high schools. The Apple microcomputers are stand-alone computer systems and were purchased through the Department of Research and Development to provide equipment for the expansion and increased enrollment in programming courses.

RESULTS

1. As a result of the Apple computer purchase, many new programming features were introduced to users. Full screen error correction, color graphics, sound capabilities, and assembly language programming are now possible in the curriculum. To master these features, an initial inservice was held in the fall covering each feature with each instructor as well as the procedures for maintenance of equipment. Further inservice was provided on a school request basis.

2. A Professional Growth course in Assembly Language Programming was scheduled in cooperation with the Department of Research and Development and held at Clark High School in the spring. Interested instructors and selected students completed this course to form a basis for expansion of assembly language programming in the District.

3. A disk library of available programs was established in the Department of Research and Development which teachers and students can review for possible purchase of desired programs, or received a copy of the program if it is not copyrighted.

4. The Apple computer system has been interfaced with both the Scantron optical mark reader and the Univac computer. The technology is now thus available to transmit data between these units.

5. Guidance and analyst services have been provided to Sunset Evening High School classes for their Hotel Front Desk simulation project.

6. The Statistical Package for the Social Sciences (SPSS) has been installed on the Univac system which has enabled the Department of Research and Development to process virtually all statistical requirements within minutes. The package consists of all popular statistical routines and options which gives the District the most well known and reliable statistical package available.

7. Two Clark County School District Criterion Referenced Tests in Computer Programming were administered during this academic year. The CRT tests for the Basic and Fortran programming languages are the evaluation instruments for this curricular area utilized by all computer programming instructors.

A Cumulative Use Profile showing the number of tasks, amount of CPU time used, and the time terminals were in use is shown on the following page for the timesharing equipment. Although no data is available for instructional computing time on the Apple computers, they can process many more student programs than the Univac in a given time span.

Other aspects of the instructional computing project included the bi-monthly publication of Update, the instructional computing newsletter, distributed throughout the District to those interested in the project.

1980-81 TIMESHARING PROFILE

School	Department	Number of Tasks	CPU Seconds	Total Logon Time Hours-Minutes
Basic	Business	212	395	48-28
Basic	Math	1,999	12,253	749-37
Bonanza	Math	6,183	48,691	2,157-26
Boulder City	Business	306	1,560	77-53
Cannon		7,496	15,332	518-38
Chaparral	Math	693	6,025	218-37
Clark	Math	6,208	30,102	1,782-33
Eldorado	Business	276	660	57-25
Eldorado	Math	1,579	6,835	378-38
Guinn		5,664	9,882	333-27
Indian Springs	Math	797	4,096	250-06
Las Vegas	Math	1,929	20,215	1,145-20
Library Science		527	4,378	158-28
Moapa Valley	Math	1,590	8,128	426-04
Rancho	Business	2,398	9,778	602-30
Rancho	Math	2,382	16,578	925-46
Research and Development		603	8,195	243-48
Valley	Math	4,272	37,064	1,687-10
Western	Math	4,850	27,890	1,324-48

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
CURRICULAR INVESTIGATION
MEASUREMENT OF SUSTAINED GAINS (TITLE I)
FINAL EVALUATION REPORT

STATEMENT OF PURPOSE

The purpose of this study was to determine if reading and math achievement gains made during the school year by Title I students are sustained over a longer period of time than just the initial school year. For this purpose, two objectives were defined:

1. To determine if participating students increase their performance over a twelve-month period, by demonstrating a positive NCE gain, as measured by a comparison of pretest results from October 1979 and 1980.
2. To determine if participating students increase their performance over an eighteen-month period, by demonstrating a positive NCE gain, as measured by a comparison of pretest results from October 1979 and posttest results from April 1981.

RESULTS

Table I presents average NCE gains in both math and reading for the twelve-month and eighteen-month periods.

Objective I:

Math

To determine if gains were sustained over a twelve-month period, fall 1979 pretest scores of Title I math students were compared with those same students' pretest scores from the fall of 1980. All students had been in the program throughout the 1979-80 school year. This comparison for Title I students in grades four through nine shows positive NCE gains for this time period except for the eighth and ninth grades, which include a total of only seven scores. When the scores are aggregated and a weighted mean is computed, an average gain of 3.95 has occurred in math.

Reading

Total average reading gains over the same time period (fall 1979 - fall 1980) were slightly smaller than the math gains, with the average (aggregated) reading NCE gain equal to 2.53. The comparison of reading results from fall

1980 shows that the reading program had an overall positive impact at each grade at which it was offered except for eleventh, where the average NCE score declined by .82.

TABLE I

AVERAGE NCE GAINS

	MATH		READING	
GRADE	10/79 - 10/80	10/79 - 4/81	10/79 - 10/80	10/79 - 4/81
4	1.34 [5*]	.98 [5]	3.8 [18]	9.09 [18]
5	3.43 [15]	4.4 [15]	1.39 [34]	-1.88 [34]
6	8.25 [13]	10.71 [13]	2.78 [33]	6.05 [33]
7	5.80 [3]	9.0 [3]		
8	-3.25 [4]	3.25 [4]		
9	0 [3]	2.00 [3]		
10			2.67 [21]	8.48 [21]
11			- .82 [17]	.18 [17]
12			8.70 [10]	10.70 [10]
TOTAL	+3.95 [43]	+5.96 [43]	+2.53 [133]	+4.42 [133]

* The numbers in the corner inserts represent the number of scores from which the average gain was computed.

Objective 2:

Math

To determine if original gains in math were sustained over the eighteen-

month period, test scores from fall 1979 were compared with test scores from spring 1981, after the students had been in the Title I program for two years (but not during the summer). Examination of these comparisons reveals that positive NCE gains were sustained over the longer time period at every grade level, and were of an even greater magnitude than those recorded for the twelve-month period. The aggregated mean gain for all students was 5.96 NCE's.

Reading

Total average reading gains over the eighteen-month period were substantially greater than those incurred over the twelve-month period at every grade level except fifth, where reading achievement declined by 1.88 NCE's. The total aggregated gain for reading was 4.42 NCE's for the eighteen-month period.

CONCLUSIONS

Gains in math and reading made by Title I students during the school year are sustained not only over the summer months but also throughout the subsequent school year. The smaller NCE gains that are sustained over the twelve-month period compared to the eighteen-month period are probably a reflection of the regression that normally occurs during the summer months. Nevertheless, it can be seen from these figures that achievement gains are sustained over an extended period of time in the program.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
OFFICE FOR CIVIL RIGHTS COMPLIANCE PLAN
1980-81

STATEMENT OF PURPOSE

In order to adequately meet the needs of language-different students in grades kindergarten through twelve, the Clark County School District utilized three programs this academic year, the Transitional Bilingual Education Program (TBE), the English as a Second Language Program (ESL), and the federally funded ESEA Title VII Bienvenido Program, initially implemented during 1980-81. These programs were designed to facilitate as rapidly as possible the acquisition of language skills which would enable the language-different student to achieve in the regular classroom.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

1. Students of non-English proficiency (NEP) and limited-English proficiency (LEP) will be identified for participation in the TBE program through a District-wide process for determination of the language preference of students, evidenced by records in the office of the coordinating teacher of the programs for language-different students.

2. Identified NEP-LEP students in the TBE program with production proficiency levels one, two, or three in their home language will increase their production proficiency such that eighty percent of the students demonstrate an increase of one level, evidenced by a pre/post comparison of the Language Assessment Scales (LAS).

3. Identified NEP-LEP students in the TBE program with production proficiency levels one, two, or three in English will increase their production proficiency such that eighty percent of the students demonstrate an increase of one level, evidenced by a pre/post comparison of the Language Assessment Scales (LAS).

4. Identified NEP-LEP students, grades 2 through 6, in the TBE program who attain a production proficiency rating of level four or five in English on the posttest of the Language Assessment Scales (LAS) will demonstrate acquisition of English reading skills such that 80 percent of the students will score within one standard deviation of the District mean percent correct for that grade level on the Clark County School District Criterion Referenced Reading Tests, grades 2-6, evidenced by the spring 1981 administration of the appropriate level of the tests.

DESCRIPTION OF THE PROGRAM

The Transitional Bilingual Education Program (TBE) was designed to improve language skills for Hispanic students who meet program selection criteria. The four target schools utilizing this plan were Walter Bracken, Halle Hewetson, John S. Park, and Sunrise Acres Elementary Schools. These schools were initially identified as having the highest density of non-English proficiency (NEP) and limited-English proficiency (LEP) students District-wide. In January 1981, two additional elementary schools with high concentrations of non-English proficiency and limited-English proficiency students were provided services. The Transitional Bilingual Education Program was instituted at both the Fay Herron and Tom Williams Elementary Schools, expanding the number of students receiving the benefits of language instruction. The English as a Second Language Program (ESL) provided services for students at these four target schools who were Asian, or who have exited the TBE program, and to other students at other District schools with lower percentages of NEP/LEP students. Additionally, the Title VII Bienvenido Program concentrated project services at two target schools, John S. Park and Sunrise Acres Elementary Schools. The program served the non-English proficient (NEP) and limited-English proficient (LEP) Hispanic students in grades kindergarten, one, and two at both of these schools. These students received instruction in both Spanish and English according to a predetermined skill progression and depending upon the identified needs of the individual student. Through this bifurcated method of Spanish and English instruction, students continued to use their home language while proficiency in English was attained. When a student reached a level of near perfect English production proficiency, a decision was made regarding the student's transition into the regular classroom on a full-time basis.

RESULTS

1. As of June 1, 1981, a total of 6,987 students of Hispanic, Asian, Indian or "Other" ethnic origins had been screened for language preference. In assessing the attainment of the first stated objective, 207 students were placed in the Transitional Bilingual Education Program, grades K-6; a total of 965 students benefited through services provided by the English as a Second Language Program (ESL) grades kindergarten through twelve; and 116 students received services provided by the Bienvenido Program in grades kindergarten, one, and two at two target schools.

2. A total of eighty-six students in the TBE program increased their home language production proficiency by at least one level. This represents 83 percent of the total students who were assessed at the four target schools this academic year.

3. During 1980-81, ninety of one hundred eight students in the TBE Program

who were assessed for an increase in their English language production proficiency indicated they had succeeded by at least one level of proficiency. This represents eighty-three percent of the total assessed population.

4. This program stated in objective four that identified NEP and LEP students who attained a proficiency level of four or five in English would score within one standard deviation of the District mean for their respective grade level on the Clark County School District Criterion Referenced Reading Test. A total of nine students in this program attained English proficiency levels four or five. Two of these nine students (22%) scored within one standard deviation on the District Criterion Referenced Reading Test.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
STRUCTURE OF THE INTELLECT PILOT PROGRAM
1980-81

STATEMENT OF PURPOSE

Selected teachers at Fay Galloway Elementary School and Jim Bridger Junior High School used the Structure of the Intellect (SOI) Program designed by Mary Meeker to diagnose their students' specific learning strengths and weaknesses and to prescribe curriculum activities designed to strengthen identified weaknesses.

STATEMENT OF MAJOR PROGRAM OBJECTIVE

The major objective of the program was to train teachers to use the SOI testing and instructional materials effectively in their classrooms, thereby increasing their students' ability to assimilate proffered math and reading instruction.

DESCRIPTION OF THE PROGRAM

Nine teachers at Fay Galloway Elementary School initially received a total of eight hours of SOI training and subsequently implemented the SOI Program in their classrooms. One teacher at Jim Bridger Junior High School also implemented the program with remedial reading students. Implementation involved using SOI materials, techniques, and activities for sixty to ninety minutes per week throughout the school year. One instructional area (such as the memory component) was emphasized each month.

RESULTS

All participating teachers were successfully inserviced in how to use the SOI diagnostic tests and teaching materials. All participating teachers also used SOI materials and methods in their classrooms in the manner planned. Scores from pretest to posttest on SOI Tests as well as on the Stanford Diagnostic Test (Brown Level, Form A) increased to a statistically significant degree ($p \leq .05$). However, with one exception, scores on the District-administered Reading and Math Criterion Referenced Tests either fell or remained approximately the same. The single exception was the math scores of sixth grade students in the class of the project trainer. These students' CRT math scores rose between spring 1980 and spring 1981 to a statistically significant degree.

FEDERALLY FUNDED

ASSESSMENT AND EVALUATION ABSTRACTS

1980-81

ABSTRACT
ESEA TITLE I
1980-81

STATEMENT OF PURPOSE

Funded by ESEA Title I, the 1980-81 Title I Project operated during the regular academic year at forty-six sites involving public schools, nonpublic schools, and institutions. Services of this program reached approximately 2,700 students in grades kindergarten through twelve. The purpose of the Title I Program was to improve the readiness, reading, language, and/or mathematics skills of low achieving students at selected schools.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

1. By April 1981, target kindergarten students will have increased their performance in reading readiness and mathematics readiness skills, such that fifty percent of the students will achieve at or above the fiftieth percentile, as measured by the Metropolitan Readiness Test.

2. By April 1981, target students in grades two through twelve will have increased their performance in reading and/or mathematics, as evidenced by a gain in the normal curve equivalent score on the Metropolitan or the California Achievement Tests.

3. By April 1981, target students in the extended-day pilot program will have increased their performance in reading and/or mathematics, as evidenced by a gain in the normal curve equivalent score on the Metropolitan Achievement Test.

4. By May 1981, target students in grades two through twelve residing in institutions for the neglected or delinquent will have increased their performance in reading and/or mathematics by a gain of one month's growth for each month in the program, as measured by the California Achievement Test.

5. By April 1981, migrant students in grades kindergarten through twelve will have increased their performance in English language, English reading, and mathematics skills by demonstrating a statistically significant gain ($p \leq .05$) between the pretest and the posttest of the appropriate levels of the Hoffman Educational Systems Skills Inventory.

DESCRIPTION OF THE PROGRAM

The Title I Program provided daily supplemental instruction in reading, mathematics, and/or language for small groups of students. The project included individualized instruction in learning skill centers, with the Title I teachers receiving assistance from teacher aides and assistant family aides. Ancillary services were provided to the Title I staff by two curriculum advisors, two monitors, one parent involvement specialist, one program specialist, and one project facilitator.

METHOD OF EVALUATION

A pre/post comparison of test results was utilized to measure the program's success in meeting stated objectives. Results were reported in either percentile ranks, normal curve equivalent scores, grade equivalent scores, or t-scores.

RESULTS

Students participated in the Title I Kindergarten Program at three District sixth grade centers and one nonpublic day school. Both the public and nonpublic school programs met the stated objective, with ninety-three percent of the students scoring at or above the fiftieth percentile.

Those programs specified in objective two were the Elementary and Rural Programs, the Sixth Grade Center Program, the Junior High School Program, and the Nonpublic School Program. All of these programs demonstrated a positive gain in NCE scores, thereby successfully meeting the stated objective.

The extended-day pilot program specified in objective three was conducted at Rose Warren and Mabel Hoggard Elementary Schools, and included students in grades two through six. The objective was met at all grade levels except one.

The institutional programs at Boulder City, St. Yves, and Spring Mountain Youth Camp were evaluated as specified in objective four. Students were tested upon entry into or exit from the institutions and were expected to demonstrate one month's growth for each month of instruction. Of the students for whom complete test data were available, three-fourths had successfully met the objective. Complete data from the Spring Mountain Youth Camp Program had not yet been reported.

The Migrant Project provided English reading and language instruction as well as mathematics instruction to students in kindergarten through grade twelve. These students successfully met objective five by demonstrating a statistically significant gain from pretest to posttest on the appropriate levels of the Hoffman Educational Systems Skill Inventory.

ABSTRACT
ESEA TITLE IV-B PROJECT
LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS
FOR PUBLIC ELEMENTARY SCHOOLS
NONPUBLIC SCHOOLS K-12
1980-81

STATEMENT OF PURPOSE

An assessment of Clark County School District elementary school libraries was conducted by the Clark County Association of Instructional Media Specialists (CCAIMS), comprised of District certified librarians. Statistics compiled by this group indicated that the content of elementary school libraries District-wide fell below the American Library Association and State of Nevada quantitative standards.

Priority needs were identified as follows:

A. Curriculum-keyed materials supplementary to adopted texts and special programs.

B. Print and nonprint items correlated to classroom reading programs including beginning reader and picture books for primary level students.

C. Newberry and Caldecott books and media for all elementary grades.

D. Career materials for elementary students.

E. Fine arts book and nonbook resources.

A further priority designated was the necessity to expand and update collections of reference materials, particularly at the sixth grade level. Also recommended by this committee was the purchase of media for unique groups identified in Nevada's required allocations, i.e., educationally disabled (20%), gifted students (11%).

STATEMENT OF MAJOR OBJECTIVE

During the 1980-81 school year, printed and nonprinted library resource materials will be acquired by public elementary schools and eligible nonpublic schools to support school-identified library deficiencies, evidenced by a positive response from participating librarians and principals to a locally developed questionnaire.

DESCRIPTION OF PROJECT

The ESEA Title IV-B Library and Media Resources for Public Elementary Schools and Nonpublic Schools K-12 had as its primary purpose the increase in printed and nonprinted library resource materials for all public elementary schools and eligible nonpublic schools. Librarians identified deficiencies in their respective schools. Schools were allowed to specify their areas of greatest need and request items to fulfill those needs. ESEA IV-B funding was requested to purchase a broad selection of print and nonprint materials for improvement of specified library and media resources.

METHOD OF EVALUATION

The effectiveness of the materials purchased and the successful attainment of the project objective were determined through administration of a questionnaire sent to all participating public and nonpublic school recipients of ESEA Title IV-B funds during the 1980-81 academic year. Inventories of all materials received as a result of this project were maintained by each participating public and nonpublic school. District Federal and Special Programs representatives monitored this project to insure adherence to the written procedures.

RESULTS

A questionnaire devised by the Department of Research and Development was sent to both the principal and the librarian at the sixty-three District elementary schools, seven sixth grade centers, and fifteen nonpublic schools who were recipients of Title IV-B materials. Of the 63 elementary schools surveyed, 53 (84%) responded; sixth grade centers exhibited 100 percent response; fifteen nonpublic schools were surveyed with 8 (53%) returning completed surveys.

1. Librarians rated the program more favorably than did school administrators.

2. In assessing the increase in first and second grade beginning reader books and media, librarians and principals both responded with fifty-three positive assessments (81%).

3. The most negative assessment from all respondents was reserved for the amount of career materials acquired at the elementary level, using Title IV-B funds for fiscal year 1980-81.

4. Librarians (52-80%) and principals (56-86%) agreed that research materials were significantly increased due to this project.

5. In response to item seven of the evaluation survey, the process for selecting, ordering, and receiving library materials was far superior to the receiving of materials during the previous year of this project. Many negative comments were received in fiscal year 1979-80 relative to the purchasing and receiving of Title IV-B materials. This project year both principals and librarians rated this service of selection and acquisition of materials with a most positive 95 percent (principals) and 98 percent (librarians) response.

6. The approximate percentages of library materials in designated categories, i.e., regular student (69%), educationally disabled (20%), and academically gifted (11%), using the assigned parameters established by the Nevada State Department of Education were approximately met as reflected by the majority of respondents who evaluated this project.

ABSTRACT
ESEA TITLE IV-C
COMPREHENSIVE FINE ARTS PROJECT
FISCAL YEAR 1980-81

STATEMENT OF PURPOSE

The ESEA Title IV-C Fine Arts Program was designed to formulate an articulated, comprehensive fine arts program over a three-year period. This program was designed to provide continuity from elementary through secondary levels (including special schools for the handicapped) with emphasis in providing all participating students with exploratory experiences in each area of fine arts, i.e., speech/drama, art, dance/body movement, and music. To be valid, a child's education should be as comprehensive as possible during the years of formal schooling, and should create a desire to learn which will continue throughout life. Inclusion of fine arts in the school curriculum provided for a more complete educational process and expanded the students' personal dimensions of feeling, sensitivity, and expression.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

1. During the 1980-81 school year, fine arts specialists and regular classroom teachers who participated in project inservice training programs will demonstrate greater awareness of the need for the fine arts in education as a developmental tool; demonstrate knowledge of a greater variety of methods and materials to be used in implementing curriculum guides developed for the fine arts; and demonstrate increased knowledge of methods to assist students to communicate, interact, and express themselves; evidenced by a mean score of 3.0 on a four-point Likert-type scale obtained from questionnaires completed at the conclusion of each inservice session.

2. During the 1980-81 school year, fine arts learning objectives and related curricular materials developed for the project will be appropriate for implementation by classroom teachers and fine arts specialists, evidenced by teacher questionnaires regarding the objectives and related materials.

3. During the 1980-81 school year, development of specialized courses in the fine arts will continue and, as needed, materials will be revised, evidenced by printed copies of the materials.

4. During the 1980-81 school year, student interest in the fine arts will be demonstrated, evidenced by tabulated results of a student interest questionnaire and by enrollment records.

DESCRIPTION OF THE PROGRAM

During the third and final year of the Fine Arts Project, the goals and objectives were to continue with curriculum development and to implement and expand fine arts instructional experiences in the areas of art, dance, drama, music, and speech to students in grades kindergarten through twelve in all schools. Inservice workshops related to the stated objectives provided training for all elementary and secondary instructors and fine arts specialists. Task forces developed additional curricular materials for secondary art, music, speech, and drama courses. Questionnaires were administered to both students and teachers to assess the learning objectives and newly developed curricular materials.

RESULTS

1. Assessment of inservice training programs was completed by administration of a questionnaire to all participating teachers. Respondents demonstrated an understanding of the inservice objectives by obtaining a mean score of 3.66 on a four-point Likert-scale, indicating successful attainment of the first objective outlined in this project.

2. An evaluation questionnaire was sent to a sampling of 61 fine arts instructors in the participating schools who used the newly developed curriculum as a basis for fine arts instruction. A mean score of 3.28 was obtained from the teacher questionnaires entitled "Procedural Guide/Syllabus Assessment," which was administered to both elementary and secondary fine arts instructors in the areas of art, music, dance, speech, and drama.

3. During fiscal year 1980-81, the fine arts project manager and resource teachers developed seven (7) additional curriculum guides, and received the curricular assessment questionnaires and made necessary revisions of curricular materials.

Curriculum was developed throughout the three-year project for visual arts, dance, drama, music, and speech programs. Developed materials were piloted during the 1978-79 school year in seven (7) schools. During the second year (1979-80), materials were placed in twenty-seven (27) participating schools. Beginning in September 1980, the third year of the project, the program was implemented in one hundred eleven (111) District schools with approximately 72,000 students participating. In assessing the number of students participating in this fine arts project, a comparative analysis is presented on the following chart.

STUDENT PARTICIPATION

	1978-79	1979-80	1980-81
Art	14,556	14,277	15,403
Dance and Body Movement	7,329	46,529	*
Oral and Dramatic Expression	6,288	18,359	*
Music	56,104	55,283	55,720

*Dance and Body Movement and Oral and Dramatic Expression were combined to include Dance, Speech, and Drama precluding a statistical comparison.

ABSTRACT
ESEA TITLE IV-C
DEVELOPMENTAL THERAPY FOR THE HANDICAPPED PROGRAM
1980-81

STATEMENT OF PURPOSE

Prior to 1980-81, the major thrust of the Clark County School District's efforts to provide for the educational needs of severly emotionally disturbed students was a behavior modification-oriented program conducted in self-contained Model Orthogenic Development (MOD) classroom settings. A need to more adequately meet the comprehensive requirements of severely emotionally disturbed students in this District was based on recommendations of special education teachers, diagnosticians, consultants, specialists and administrators. This recommendation resulted from an opinionnaire distributed to this population. To improve methods for increasing the developmental levels of children having severe emotional and behavioral disorders, and for maintaining compliance with the mandates of the Education of the Handicapped Act, Part B, Public Law 91-142, the District implemented the "Rutland Center Developmental Therapy Model for Treating Emotionally Disturbed Children" during the 1980-81 school year. This was the initial year of a planned two-year program.

STATEMENT OF OBJECTIVE

The approved project cited one major objective for the first year of the program as follows:

> By the end of the 1980-81 school year, participating students will demonstrate statistically significant ($p \leq .05$) developmental gains in mastery of behavior, communication, socialization, and (pre) academic skills, as measured by a pre/post assessment utilizing the Developmental Therapy Objectives Rating Form (DTORF).

DESCRIPTION OF PROGRAM

The "Rutland Center Developmental Therapy Model for Treating Emotionally Disturbed Children" was selected for implementation in this District because of its validated success, the positive sequential approach of the Rutland Model, and the fact that it provided a viable alternative by which the District could improve the educational program for these students. This program served approximately thirty students with a staff of six teachers and six paraprofessionals, utilizing a total of six classrooms. The Rutland Center Developmental Therapy Model used a psychoeducational approach to therapeutic intervention with young

children who had serious emotional and behavioral disorders, and additionally included language disordered children. The Developmental Therapy approach was utilized in grades kindergarten through six at Walter Bracken, Gordon Mc Caw, Red Rock, and C.V.T. Gilbert elementary schools. The major emphasis for the first year of the project was to inservice teachers on the Developmental Therapy curriculum and to implement the curriculum in the classroom.

METHOD OF EVALUATION

The Evaluation Design for the Title IV-C Rutland Center Developmental Therapy Model for Treating Emotionally Disturbed Children utilized the following method of obtaining data. At the onset of the academic year, a preassessment of participating individual student's behavior, communication, socialization, and (pre) academic skills was made utilizing the Developmental Therapy Objectives Rating Form (DTORF). An interim review of student progress for the first weeks of project activities was completed as of February 5, 1981. At the end of the 1980-81 school year, project students in each of the three handicapping conditions, i.e., emotionally handicapped, language disordered, and learning disabled were evaluated to determine if they demonstrated statistically significant ($p \leq .05$) mastery of developmental skills in the areas of behavior, communication, socialization, and/or (pre) academics.

RESULTS

1. Using a t-test, pre and post test results were compared and results indicated students in this program demonstrated statistically significant mastery of developmental skills in the areas of behavior, communication, socialization, and/or (pre) academics, with area of greatest gain identified as (pre) academics.

2. As a result of the 1980-81 Rutland Center Developmental Therapy Program, student enrollment will be increased to approximately fifty students in two additional elementary schools and one nonpublic school, utilizing six additional classrooms, during the ensuing 1980-81 academic year.

3. The curricula implemented by this project provided the Clark County School District with a viable alternative for meeting the special needs of emotionally handicapped, language disordered, and learning disabled students.

ABSTRACT
Title VII
BIENVENIDO BILINGUAL EDUCATION PROJECT
1980-81

STATEMENT OF PURPOSE

In order to meet the unmet bilingual (Spanish-English) educational needs of language-different students, specifically the non-English proficient (NEP) and limited-English proficient (LEP) student, the Bienvenido Bilingual Education Project, under Title VII, was initiated in 1980. This project was implemented in grades kindergarten, one, and two at two target elementary schools, John S. Park and Sunrise Acres.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

The five stated objectives for this project follow.

Objective One

1.a. During the 1980-81 school year and in each succeeding project year, kindergarten through second grade students whose home language is Spanish and who have received a minimum of 130 days instruction will increase their Spanish language proficiency such that 75 percent of the students demonstrate an increase of one level, evidenced by a pretest/posttest comparison of the Language Assessment Scales (LAS).

1.b. During the 1980-81 school year and in each succeeding project year, kindergarten through second grade students whose home language is Spanish and who have received a minimum of 130 days instruction will increase their English language proficiency such that 75 percent of the students demonstrate a minimum increase of one level, evidenced by a pretest/posttest comparison on the Language Assessment Scales (LAS).

1.c. During the 1980-81 school year and in each succeeding project year, 75 percent of the first and second grade monolingual English-speaking students who have received a minimum of 130 days instruction will increase their English reading skills such that they score within one standard deviation of the school mean, measured by spring administration of the Clark County School District Reading Criterion Referenced Test.

1.d. During the 1980-81 school year and in each succeeding project year, first and second grade students whose home languages are either Spanish or English and who have received a minimum of 130 days instruction will increase their math skills such that they score within one standard deviation of the school mean, measured by spring administration, in the students' home languages, of the Clark County School District Math Criterion Referenced Test.

1.e. During the 1980-81 school year and in each succeeding project year, kindergarten students whose home languages are either Spanish or English and who have received a minimum of 130 days of instruction will demonstrate readiness skills such that 75 percent of the students in each group score at or above the fiftieth percentile, measured by spring administration, in the students' home language, of the Stanford Early School Achievement Test.

Objective Two

During the 1980-81 school year and in each succeeding project year, project students whose home language is Spanish will be identified as having achieved English language proficiency and transferred from the bilingual education program into other appropriate instructional program(s), evidenced by performance at or above the middle of Level III on the Language Assessment Scales and by achievement at or within one standard deviation below the school mean on the Clark County School District's Reading and Math Criterion Referenced Tests.

Objective Three

During the 1980-81 school year and in each succeeding project year, instructional resources appropriate for incorporation into grade level curricular outlines will be obtained, and/or adapted.

Objective Four

As a result of participating in the inservice education program during the 1980-81 school year and in each succeeding project year, project staff will demonstrate skills in bilingual education instructional strategies and techniques which establish positive and responsible interaction with project students and their parents.

Objective Five

During the 1980-81 school year and in each succeeding project year,

parents of project students will demonstrate an understanding of the bilingual education program gained through their participation in activities designed to increase parent knowledge of and involvement in the project, evidenced by a questionnaire administered at the end of May of each project year.

DESCRIPTION OF PROGRAM

The Bienvenido Bilingual Education Project was implemented in fall, 1980, in grades kindergarten, one, and two at two District elementary schools with high concentrations of language-different students. Students at these grade levels received instruction for the entire day in a bilingual self-contained classroom setting, planned for 20 Spanish speaking students and 8 monolingual English speaking students. Instruction in these classrooms was directed at 75 percent English and 25 percent Spanish time levels. The approach to this educational program was predicated upon providing concentrated instruction which would facilitate the transition of students from the Title VII bilingual classroom into the regular classroom, as well as into the English as a Second Language (ESL) program.

RESULTS

1.a. In assessing the increase in Spanish language proficiency for all assessed students in the Bienvenido Program, results show that sixty-eight of ninety-three students (73%) demonstrated an increase in their home language production proficiency by at least one level.

1.b. During the 1980-81 school year, sixty-three of a total of ninety-three assessed students (68%) in the Bienvenido Program increased their English production proficiency by at least one level.

1.c. As a result of spring 1981 administration of the Clark County School District Reading Criterion Referenced Test, fifteen tested monolingual English students in grades one and two at John S. Park Elementary School, and thirteen tested monolingual English students in grades one and two at Sunrise Acres Elementary School scored within one standard deviation of their respective school mean on this test, indicating successful attainment of this objective.

1.d. At John S. Park Elementary School twenty-six grade one students scored within one standard deviation of the school mean on the District Math Criterion Referenced Test administered in spring, 1981, and twenty-two second grade students attained scores within one standard deviation of the

school mean on this test. At Sunrise Acres Elementary School, twenty-four grade one students scored within one standard deviation of the school mean on the District Math Criterion Referenced Test, and at grade two twenty-one students successfully achieved this objective.

1.e. Utilizing the Stanford Early School Achievement Test, fifty-one kindergarten students in this program were tested. Sixteen students (31%) scored above the fiftieth percentile and thus the stated objective was not attained.

2. Using the specified program exit criteria, during 1980-81 a total of twenty-five students achieved successfully enough to exit the Bienvenido Bilingual Program, and were placed in the regular classroom, where they continued to receive bilingual services provided by the English as a Second Language Program.

3. During the first year of project implementation, there was continued updating of instructional techniques and project materials. A task force was convened to develop a curriculum outline, and to correlate curriculum objectives with materials purchased and implemented this project year.

4. A total of ten inservice educational programs, including out-of-District consultant presentations, were provided for the Bienvenido Bilingual Education Project staff during fiscal year 1980-81, and included other public school staff and parents as participants.

ABSTRACT
CLARK COUNTY SCHOOL DISTRICT
LAS VEGAS TEACHERS' CENTER
1980-81

STATEMENT OF PURPOSE

The Las Vegas Teachers' Center currently is the only teachers' center in Nevada. It serves the entire county of Clark, which is located in the Southern tip of Nevada and which is approximately 8,000 square miles in size. This Center offered services to approximately 4,760 teachers in 112 public schools and 24 nonpublic schools who instructed approximately 91,877 public and nonpublic school students in grades K-12. This Center serves the need to provide training, coordination, and dissemination activities to fulfill the professional needs of teachers. Activities and experiences provided by the Teachers' Center were designed to increase teacher effectiveness in the classroom. The Center is governed by a fourteen member policy board comprised of one nonpublic and eight public school teachers, two principals, two directors of curriculum services, a representative of the University of Nevada, Las Vegas, and a representative of the Clark County Board of School Trustees.

STATEMENT OF MAJOR OBJECTIVES

The stated objectives for the third year of this project are as follows:

1. Teacher identified needs relating to methods, materials, and other resources will be met.

2. The Teachers' Center staff will communicate, collaborate, and interact with the various divisions of the Clark County School District, with the Clark County Classroom Teachers' Association, with the College of Education of the University of Nevada, Las Vegas, with the nonpublic schools of Clark County, with the Nevada Department of Education, and with other appropriate agencies.

3. Teacher identified needs regarding the mandates of Public Law 94-142 for education of the handicapped will be met.

4. Teacher identified needs in the area of vocational instruction will be met.

DESCRIPTION OF PROGRAM

The Las Vegas Teachers' Center was designed to provide an environment in which teachers may become learners to improve their instructional skills. After any teacher had identified his/her specific needs, the Center provided staff to assume the roles of developer, assistant, instructor, or classroom advisor. The Center attempted to provide opportunities for teacher interaction with colleagues in order to make the classroom a more effective learning environment. This Center is dedicated to the philosophy which will provide an environment where all teachers in Clark County can exchange, evaluate, and create teaching methods, where they may share instructional resources and construct materials, and where improved curriculum planning and instructional strategies are provided.

METHOD OF EVALUATION

The evaluation design to measure each of the objectives includes the following: Teachers' Center Activity Log, Teacher Questionnaires, Workshops and Evaluation Form, Teachers' Center Educationl Agencies Chronicle, Card File of Vocational Speakers, and other documentation.

RESULTS

1. From Teachers' Center Activity Log and other documentation, evidence is provided that a total of 5,706 teachers utilized the Clark County Teachers' Center for the period September 1, 1980 through August 31, 1981. The previous year 5,209 teachers had availed themselves of the services provided by this Center, representing a 9.5% increase in teacher participation during fiscal year 1980-81. There were a total of 24 workshops held during this fiscal year to provide classroom techniques, methods, and materials which would meet teacher identified needs.

2. The Clark County School District, the Clark County Classroom Teachers' Association, the College of Education, University of Nevada, Las Vegas, and nonpublic schools are represented on the Teachers' Center Policy Board. All Teachers' Center services and materials have been made available to members of these participating agencies. In addition, Teachers' Center information is disseminated through information bulletins produced by each participating group, including the Clark County School District "Hot Line," the Clark County Classroom Teachers' Association "Teacher Talk," and the University of Nevada information bulletin.

3. Teacher identified needs regarding the mandates of Public Law 94-142

for education of the handicapped were met specifically by two workshops provided by the Center during the summer. The first workshop, designed especially for elementary teachers, was entitled, "Adaptive Techniques and Materials for Regular Classroom Teacher Use With the Exceptional Child." The second workshop, directed to secondary level needs, was "Adaptive Techniques and Materials for Regular Classroom Teacher Use With the Exceptional Student." In addition, regular classroom teachers were hired to develop curricular materials to be used specifically for the exceptional student.

4. Teacher identified needs in the area of vocational instruction were met by hiring regular classroom teachers to develop vocational instructional materials for this curriculum area. As a result of this task force's efforts, an extensive file of vocational and career materials is currently provided for teacher usage at the Teachers' Center.

ABSTRACT
INDIAN EDUCATION COMPREHENSIVE PROGRAM
JOHNSON O'MALLEY SUPPLEMENTARY SERVICES PROJECT
LAS VEGAS/MOAPA
FISCAL YEAR 1980-81

STATEMENT OF PURPOSE

The Indian Education Comprehensive Program and the District Johnson O'Malley Supplementary Services Project staffs served approximately the same Indian student population and these two programs operated cooperatively. The Indian Education Project Manager, the Indian Education Parent Committee, and Indian project personnel conducted interviews and utilized questionnaires to survey parents, students, teachers, and administrators in order to determine the needs of Indian students. These instruments were used in fourteen schools attended by significant numbers of Indian enrollees. The survey results, student achievement test scores, Nevada minimum competency results, and Parent Committee suggestions were the basis for establishment of major areas of program and project activities. Four areas of emphasis for Indian education during fiscal year 1980-81 were academic tutoring, career and educational opportunity exploration, educational programs for parents, and cultural enrichment for program participants.

STATEMENT OF MAJOR PROGRAM OBJECTIVES

1. During the 1980-81 school year, Indian Education project staff will identify eligible Indian students in Clark County, evidenced by logs maintained by the project staff.

2. Language arts and/or math instruction goals for individual Indian students in kindergarten through ninth grade will be met, evidenced by State-mandated minimum competency test results and Individual Education Program (IEP) measures.

3. As a result of career guidance and counseling services, students in grades nine through twelve will explore vocations, careers, and continuing education, evidenced by project records.

4. Through staff conducted programs, Indian parents will demonstrate an increased understanding of the relationship among parents, students, and school, evidenced by the results of a questionnaire administered at the conclusion of each session.

5. Students, parents, and others will respond favorably to culturally based activities, evidenced by the results of a locally developed questionnaire or other appropriate measure.

DESCRIPTION OF THE PROGRAM

During fiscal year 1980-81, approximately 565 Indian students received Indian Education and Johnson O'Malley services. These eligible Indian students attended 93 public and 5 nonpublic schools. These programs had as their goals effective strategies which would attempt to provide for each Indian student's unique academic, social, and cultural needs. Improved academic performance, promoting more positive attitudes toward school, and promoting knowledge of the Indian culture within the Indian and non-Indian communities were the major emphasis of these programs. A 42 percent increase in parental involvement in school sponsored activities compared to the previous year's program statistics was evidenced this year. One counselor at each high school was designated as the Indian Education contact counselor to assist with information dissemination and to assure a wide variety of services were provided for each Indian student.

RESULTS

1. Continual identification of Indian students in this District was an ongoing process throughout fiscal year 1980-81. To ensure identification of eligible Indian students, project staff reviewed monthly enrollment reports for the most current enrollment status of registered Native American students. The total Indian student enrollment for 1979-80 was 471 students, K-12. During this fiscal year total Indian student enrollment was 561 students, K-12, indicating an 18 percent increase in enrollment this academic year.

2. A total of twelve (12) kindergarten and first grade students from the Moapa Reservation and the Las Vegas Colony received tutorial services throughout the school year. Fifty-five (55) students in grades two through six, and forty-four (44) students at eleven different junior high schools also received tutorial services. Each of these 111 students had an Individual Education Program written specifying academic objectives to be attained. Nevada Proficiency Examinations were administered to students in grades three, six, nine, and eleven. Of the total 257 Indian students tested, 87 percent met proficiency standards. To further evaluate academic achievement, 90 percent of all Indian students tested in grades two through six scored within one standard deviation of the District mean on the Criterion Referenced Mathematics Test, and 89 percent of all Indian students tested in grades two through six scored within one standard deviation of the District mean on the Criterion Referenced Reading Test.

3. To assist with prevocational development, the project staff during fiscal year 1980-81 published a Career Opportunities for Native American Students handbook containing available information on scholarships, special Native American programs, the armed forces, and Bureau of Indian Affairs

programs. In October, 1980, an individual interest inventory was administered to junior and senior Indian students and again in April, 1981, this interest inventory was administered. Of the fifty-five (55) students completing the post-interest inventory, 93 percent indicated post-graduation plans. Also during April, a questionnaire was administered to junior and senior students evaluating the success of the counseling program in their respective schools. The overall responses indicated 79 percent of these students had made post-high school plans, as compared to the 93 percent measured by the interest inventory. The majority of the students said they had approximately three to four sessions with their counselor during a semester, and 93 percent of the respondents stated they were satisfied with the assistance received from the counselors.

4. All project activities and services were designed to serve as a linkage between the home and school environments. In February, 1981, the Indian Education project manager served as a member of the planning committee for the third annual Southern Nevada Multicultural Conference. An Indian Education Auxiliary was formed to assist in the planning and implementation of cultural project activities. Several parent workshops were held throughout the year and evaluations were completed by participants at the conclusion of each session. All of these workshops and inservices for parents received very favorable evaluations.

5. The many cultural programs conducted throughout the 1980-81 school year had the dual objectives of promoting knowledge of Indian culture within the Indian and non-Indian communities, and increasing parental attendance and participation in school sponsored activities. A most successful cultural activity was the District-wide Native American Week held in October, 1980. Cultural presentations given throughout the year to the non-Indian community continued to be an integral segment of project activities. An Indian Education Parent Evaluation questionnaire was administered in spring, 1981, with 79 parents responding, indicating increased parental involvement compared to the previous year's response.

COMPENDIUM

In addition to all Abstracts published herein delineating data collection, data analysis, and evaluations of the numerous local, state, and federal programs, the Department of Educational Research and Development continued to provide for the varied needs of this unique 8,000 square mile District. Cooperative research is a continuous service provided upon request throughout the year. Data collection, a comprehensive data presentation and implementation of findings is rendered to those who require and utilize such information in their programs.

The following project descriptions identify the services successfully completed during the 1980-81 academic year.

SURVEYS	There were approximately thirty surveys devised, disseminated, data obtained, analyzed with findings reported for the Division of Administrative/Special Student Services, Elementary Education, and Secondary Education. Examples of these services are provided.
Administrative Staff Development Questionnaire	The Administrative Staff Development Questionnaire was designed as one element of assessing elementary school staff development activities conducted during the 1980-81 school year. A copy of the questionnaire was forwarded to each elementary school principal (N = 69) at the end of April with a request to respond " . . . to each statement as it relates to yourself and/or attainment of your personal instructional leadership priority." A total of 53 questionnaires were returned. The questionnaire had two elements. The first part requested the respondents to rate eight statements pertaining to attainment and/or improvement of supervisory practices. The second part of the survey document asked the respondents to express their opinion of specific training sessions they had attended. All mean responses of the principals were interpreted as being positive.

Athletic Eligibility Survey

In an attempt to ascertain the reactions of professional staff members regarding the effectiveness of the current athletic eligibility regulations (5112 and 5135), a survey was conducted. The survey instrument was sent to each junior and senior high school in the District and directed to all administrative staff, the athletic director, and all coaches of male and female interscholastic sports. As a result of the survey, conclusions indicated: 1) a high level of endorsement for the regulations exists, 2) a decline in student athletic eligibility problems was indicated, 3) construction of the present regulations was endorsed by the majority, 4) undoubtedly zone variances will always be a concern, 5) increased emphasis should be directed to notify students and their parents regarding athletic eligibility requirements, and 6) the appeal process should be reviewed.

GPA Factors Related to Athletics and/or Extracurricular Activities Eligibility

A cursory investigation requested by the Board of Trustees attempted to show the possible impact of establishing a 2.0 Grade Point Average (GPA) as a determinant for student eligibility to participate in athletics and/or other extracurricular activities. A stratified random sample of 330 students enrolled in eleven (11) high schools was selected. The students were then identified as to their participation in athletics and/or extracurricular activities. The previous semester and cumulative GPAs for each identified student were then computed and recorded. The results of the survey indicated that both mean GPAs for the three categories of participants (Athletics, Activities, Both) exceeded 2.0. GPA computations were based on both electives and required courses to ensure that eligibility would not be based on a single course, a consideration which could readily exist with senior students.

Information Services Survey

A randomly stratified geographic sample of 2,000 parents of Clark County School District students (1,000 elementary, 500 junior high, and 500 senior high) was selected to receive the Information Services Survey. This survey was designed to solicit input from parents in order to assess Clark County School District communications to the public. A total of 649 responses were received, indicating a return of 32.5 percent. Responses indicated that approximately 73 percent of the parents surveyed felt reasonably informed about School District policies and procedures; however, 57 percent favored an increase in communications. It was found that only 22 percent of the survey respondents were familiar with "Showcase," a local educational television program, and that 76 percent were familiar with the REPORTER, a local School District monthly publication. Newspapers were listed as the most common source of School District information.

COOPERATIVE RESEARCH

Using the Lockheed Dialog computer capabilities and ERIC documents, extensive research for all levels of the academic community has been conducted. Approximately one hundred forty data requests were fulfilled relating to numerous topics including the following areas.

Academically Talented Curriculum
Administrator Qualifications
Bilingual Education
Elementary Counseling
Instructional Leadership
Kindergarten Age Requirement
Participatory Management
Truancy, Alcoholism, Drug Abuse
Vocational Education
Word Processor and Computers

Additional Cooperative Research activities included:

The Brain Wave Analyser in Schools and Research, Gonzaga University, Spokane, Washington
Career Maturity Study, UNLV
Elementary School Counselor Survey, UNR
School District Linking of Evaluation and Testing with Instruction, UCLA
Textbook Survey, CCSD
Validation of the Dean's Log, CCSD